

# looking ahead

.... A monthly report by the National Planning Association on forward-looking policy planning and research—announced, underway, and completed—of importance to the nation's future

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*the people of NPA*

## A New Subject for our Public Schools

### Wise Use of Our Natural Resources

by William H. Stead

*Mr. Stead, formerly vice president of the Federal Reserve Bank of St. Louis, is now a Resource Management Consultant in Washington, D. C. He has been a member of NPA's Committee of the South, and was author of the NPA Planning Pamphlet, "The Tasks of Nonmilitary Defense and the Present Status of Planning."*

IN RECENT YEARS such studies as the Paley Commission Report on Material Resources (1951), the President's Water Policy Commission Report (1950), and various Cabinet Committee reports have indicated growing problems of adequate supplies and increasing costs of materials and energy, arising from the rapid rate at which we are using our basic natural resources.

At the same time, it is clear that the citizens of a prosperous America, encouraged continually by all they read and hear to produce more goods and buy more things, are not fully aware of the changing picture with respect to our resource base.

Last year, two important groups decided to do something about public understanding of this problem. First, the Joint Council on Economic Education, founded by the Committee for Economic Development, and involving several cooperating universities as well as local and regional economic councils of businessmen, labor, educators, and other interested citizens, decided to give emphasis to our understanding of the economic problems of wise resource use in their educational workshops for elementary and high school teachers. Second, Resources for the Future, Inc., seeking a way to encourage educational effort in this field decided to underwrite a three-year project on the economic aspects of wise resource use, under the direction of the Joint Council.

The project provides that in seven school systems across the country, selected and interested teachers will cooperate in devising ways of incorporating the essential concepts of wise and economic use of resources into their regular course work.

The seven school systems, selected to represent different geographical and school situations include: 1) Seattle, Washington—a large city school system; 2) Minneapolis, Minnesota—a

(continued on page 2)

## The Need for Redefinition

● "During the last half-century creative growth and change have produced a unique form of business enterprise in this country, a form that is not adequately described by the symbols and abstractions of a century of polemics. Yet we insist upon accepting the world debate in terms initially formulated for an earlier day by Adam Smith, and later given emotional distortion by Karl Marx—a framework useful to Russia but unflattering to us. We have failed to conceptualize our economic system so as to describe adequately the reality, that is, the social achievements of our business life."

● "The abundance and freedom of our society will be observed and adopted by the world's peoples, if we do not insist on confusing ourselves and the world regarding what we really do have. In our economic system, properly understood, we have the spiritual as well as the material means of winning the peace."

*From an article by Courtney C. Brown, member of NPA's board of trustees and dean of the Graduate School of Business, Columbia University, appearing in "The Saturday Review," January 21, 1956.*



large city school system; 3) Webster Groves, Missouri—a suburban school system near St. Louis; 4) Dayton-Montgomery County, Ohio—a combination of city and county schools; 5) Hartford, Connecticut—a city school system; 6) Chattanooga, Tennessee—a city school system; 7) Lexington, Alabama—a consolidated country school system serving a wide area.

Each school system is cooperating by lending its administrative facilities and encouragement, and by making it possible for from 20 to 50 teachers to devote some time to the project. In a real sense this is a decentralized program. There is no central control or guidance as to how the teachers are to do their job.

THE JOINT COUNCIL provided an intensive workshop at Yale University in August 1955 for six teachers from each of the seven school systems who are now comprising a local steering committee in each community. The Council also provides the full-time services of Dr. Paul Brandwein as project director and the part-time services of the writer as a resources consultant. Dr. Brandwein, head of the science department at Forest Hills High School, New York City, science editor of Harcourt, Brace & Co., and author of "The Gifted Child" and other books in the education field, has visited all the school systems encouraging the work of the teachers. The writer has likewise found tremendous interest in visiting their classrooms and seeing the imaginative work they are doing.

By means of the summer workshops (the one for next summer will be at Antioch College), by our visits and conferences with the teachers, through a guidebook on "Economic Problems of Natural Resources" by the writer, and through many other materials the Council has made available from Government agencies and private sources, the teachers are steadily broadening their own understanding of these problems. They also have the advantage of working with a local advisory group in each community.

Most of these teachers had done some "conservation" education, dealing with soils, plants, forests, animals and wildlife, and water—the "renewable" resources. But little attention had been given to the "nonrenewable" resources (the minerals, fuels, and other materials), and the energy resources; and very little thought had been given to economic problems such as increasing costs and the respective responsibilities of private industry,

government, and individual citizens for the wise management of these resources.

Basically, however, the job is being done by the teachers. They are deciding how to use material, where and when to introduce it, what kinds of projects would be useful and, above all, how these concepts can be worked into the regular, existing curricula of the elementary schools, and into the science, social studies, and other secondary school courses. There is a recognition that new courses and even major new units in existing courses are not feasible or perhaps desirable.

HOW ARE THE RESULTS of the teachers' efforts over the three-year period to be captured and made available generally to other teachers and school systems?

In the first place, the teachers are now recording their own experiences, good and bad, and these are being made available for the benefit of all the cooperating teachers in all seven school systems. When these are screened, locally by the teachers in discussion groups, and nationally in the subsequent summer workshops, it is hoped that they may be useful in a number of ways:

- 1) As material for the curriculum builders in the seven school systems.

- 2) As illustrative material in school textbooks.

- 3) As material in weekly student reading publications.

- 4) In general guides and casebooks of procedures for consideration by other schools.

It is also believed that many of the interested teachers will become qualified and available to help nearby school systems desirous of initiating similar work. Thus the seven centers may become the nuclei of a growing spread of sound educational techniques in increasing the understanding of the wise use of our natural resources.

AFTER A LAPSE of many years, it has been a very heartening experience for the writer to visit the classrooms of elementary and secondary school teachers. He is well aware of the deficiencies and needs of our public schools. He is also conscious of the fact that these seven school systems are good, and the teachers were a selected group. Nevertheless, it is very encouraging to see the intelligent and imaginative teaching in these classrooms, and the enthusiastic responses it elicits from the youngsters.

Unfortunately, there is space in this brief

article to tell only a few of these classroom experiences. In a first grade class, the teacher at the end of the first term was having the children make a count or inventory of the supplies they had left from those issued to the class at the beginning of the year—paper, pencils, crayons, paint, etc. A comparison was then made with the original supply and a discussion centered around the source of these things (paper from trees, etc.) and the need for watching "normal use" was impressed on the children. She had controlled the use of all items but one favorite type of paper—of which a year's supply was used in two months. The discussion of the amount of wood required for the paper used was impressive.

In a third grade class an extended series of discussions centered around a map showing the contrast between a valley and cities served by a clear river and a polluted and eroded stream valley. The significance, not merely in terms of "saving soil and trees" but in terms of a livelihood, health, and the aesthetics of living was developed by the youngsters.

In a seventh grade class the youngsters had helped the teacher construct the several steps in a diagrammatic panel showing the various processes in the making of steel, with all the materials used identified at each stage. This class project was followed by a field trip which the youngsters were prepared to understand and appreciate.

In two high school classes I saw term project papers on "The Industrial Application of Atomic Energy" and "Present Research and Economic Potentialities of Solar Energy" that were worthy of college credit.

It was interesting furthermore to see how the teachers were combining the objective of an understanding of wise and economic use of our resources with the objectives of language arts, mathematics, scientific research, and social studies understanding. For example, the math problems to be found in the Forest Service's "Ranger 'Rithmetic for the 6th Grade" are just as valid as other sixth grade math problems, and English themes can just as well deal with "How Steel is Made," or "New Developments in the Use of Solar Energy," as with "My First Adventure" or "My Last Vacation." Moreover, the students like it better and work harder at the assignments.

Here is a grass roots experiment to see how teachers themselves can devise ways to increase the youngster's understanding of the wise use of our natural resources.

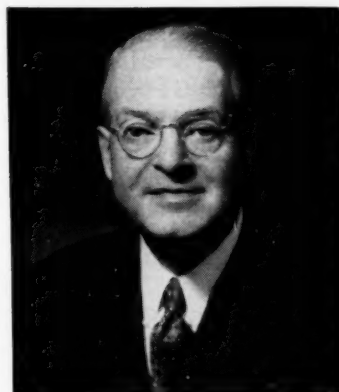
It looks very promising.

## *—the people of NPA—*

Luther

H.

Gulick



When Dr. Luther H. Gulick, NPA trustee and member of the International and Steering Committees, became New York City Administrator in 1954, he was already one of the nation's top authorities on public administration. Among his many government surveys was the Mayor's Committee on Management Survey which examined with autopsic thoroughness the operations of New York City government. "The New York Times" admiringly reported the appearance of a new concept—that city government could be something professional rather than political. In December 1955, having seen the successful achievement of many of the Survey's recommendations, Dr. Gulick resigned as City Administrator to resume the presidency of the Institute of Public Administration. During World War II, he was consultant on post-defense planning with the National Resources Planning Board, director in the office of organization planning of the War Production Board, and consultant on organization to the chairman of the Smaller War Plants Corporation. A member of the American Council on Education, he was also chairman of the Education Committee in the Office of the Coordinator of Inter-American Affairs, 1940-45; and trustee of his alma mater, Oberlin, 1940-48. He was co-founder and president in 1943 of the American Society for Public Administration, president of the American Political Science Association, 1951-52, and a director of the New York Chapter of the Society for the Advancement of Management. The distillate of his long administrative experience was caught in a phrase by Dr. Gulick. In 1948, he wrote, "I...want you to grasp the central fact...war experience drives home: that good administration and democracy are not incompatible. They are inseparable allies; neither can exist long without the other."



# The Stanford Research Institute

by Charles Elkind

Editor, *Research For Industry*  
Stanford Research Institute

IN THE WAKE of World War II, the problems of a rapidly growing West came sharply into focus. A growing population made harsh demands on community facilities, the land, and natural resources. These developments and complex new technologies compelled a group of prominent West Coast industrialists to cooperate with Stanford University in the establishment of an applied research center as a separate corporation cooperating with, but not part of, the University.

Stanford Research Institute, then, was created in November 1946 in answer to the challenge of an expanding West.

SRI's board of directors was motivated to implement aggressively the charter provision that the Institute develop the natural and industrial resources of the West. Thus, considerable effort has been expended on area development studies. Applied research programs constantly are undertaken to provide technological audits of geographical areas; land-use surveys; population growth estimates; and studies of economic utilization of natural resources. In short, SRI is largely dedicated to aid in the long-range development of the 11 Western states.

From a modest beginning in three rooms in the physics building on Stanford University's campus, the Institute has expanded. Today SRI has a staff of 1,200 and an annual rate of contract research for commercial and government organizations in excess of \$10.5 million. Of this staff, 630 have technical training and 125 have Ph.D. degrees.

The administrative offices and laboratories are in the Menlo Park area, about 30 miles south of San Francisco. Research operations also are conducted in Southern California laboratories serving the Los Angeles area. Other offices are located at Phoenix, Arizona; Portland, Oregon; Honolulu, and Washington, D.C. Field offices are maintained in locations as dictated by special research needs. Such is the case with the air pollution studies of the Physical Sciences Division and the work with high explosives by the Poulter Laboratories.

An "Associate Plan" has been developed by SRI to assist in accumulating the necessary equipment and staff for broader services. The plan enables individuals and corporations to participate in the Institute's development and,

thereby, in technological progress in the West.

Associate membership entails a contribution of \$15,000, optionally payable over three years. The original Associates were Western companies or individuals, but since the plan was introduced in 1949, an increasing number of national firms with headquarters in other parts of the country have become Associates. Their number constantly has grown. At the end of 1955, there were 115, holding a total of 150 units, each unit representing a \$15,000 contribution for a total of \$2.25 million.

SPECIFIC RESEARCH projects are carried out under contract for private business or for government as the major part of SRI's activities. In 1955, the work load consisted of 400 projects for private industry and 132 for various government agencies.

Specific problems which industry and government bring to SRI require extensive examination by applied research specialists in four units: the Engineering, Physical Sciences and Economics Divisions, and the Poulter Laboratories.

Thus SRI researchers have investigated the economic straits of a tribe of Arizona Indians and the patterns of bank patrons' transactions. In one laboratory, an SRI-developed five-ton "proton bombardier" can detect one-millionth of one-millionth of a gram on a surface.

A first-rank development was announced last fall when the Institute and the Bank of America removed the wraps from a machine designed to perform automatically all of the accounting in connection with customer checking accounts, which is banking's largest paper-work operation. The engineering development began in 1951 following an economic study. The machine, called Electronic Recording Machine, Accounting—ERMA for short—is designed for this one special use. However, many of its features have major implications in meeting data-processing problems throughout business, industry and government agencies.

THE INSTITUTE ALSO acutely realizes that technical development rests on a foundation of information generated by basic research. Therefore, SRI sponsors basic research in its own laboratories in fields of activity that

warrant exploration. Subjects for research supported by Institute funds include electric contact phenomena, photo-conductivity, photo-chemistry, thin metallic films, mathematical analysis of electric-power networks and distribution systems, principles underlying ion-exchange techniques, potentials of brine cultures, and efficiency of dust-sampling devices. The Institute sponsored 37 research projects in 1955, most of them in the basic research category.

The keen interest in untapped areas of activity accounts, in part, for the sponsorship of such gatherings as the Conference and World Symposium on Applied Solar Energy held in Southern Arizona last fall. The meetings in Arizona, which attracted 1,200 participants from 36 countries, resulted in several specific solar-energy research programs using Institute facilities. Other programs entail additional equipment. For research at high temperatures, a reflector-type furnace has been designed which can be used interchangeably with three sources of radiation: flame, the sun, and electric arc. Several other solar-energy programs, some of them large scale, are under discussion with the possibility that they will necessitate the creation of special laboratories where advantage can best be taken of sunshine, as in Arizona.

The Institute also plans to establish a nuclear reactor and laboratory for industrial research. A recent study resulted in the tentative selection of a reactor of 10-megawatt heat output with a neutron flux density of  $2 \times 10^{14}$  neutrons per square centimeter per second. The reactor would be of the heterogeneous type, heavy-water moderated. The plan for a cooperative reactor facility, which would be owned by a reactor corporation subsidiary to the Institute, is being explored with major firms. As programmed, several companies would participate in establishing the facility and sharing in the research program. In addition to providing facilities for industrial research not presently possible in AEC-owned laboratories, the reactor would be available for educational purposes and for medical and basic research. The reactor possibly would also be available on a contract basis for applied research by industrial organizations other than the cooperating firms.

**I**N THE INTERNATIONAL research field, an SRI economist is helping in the development of a small-scale industry in India; a team is en route to the Philippines to make an engineering and economic survey of the Islands' domestic

transportation facilities; another group is assisting Iran in the development of a seven-year program of economic and industrial improvement; and another staff member is in Guatemala assisting the Central American Research Institute, which is designed to effect economic harmony between five Latin countries through technological development.

The Institute collects considerable unrestricted and useful information in technical fields of interest, and discerns areas in which public information is lacking. Dissemination of such information is accomplished in several ways. One is the symposium or conference, such as the upcoming Social Science for Industry Meeting in April in San Francisco at which specialists in applied research in the social sciences for government agencies and industry will deal with "Social Science Research and Policy Decisions." A symposium on high-temperature phenomena will be held in June at the University of California in Berkeley.

**A** VAST STORE of information collected in the course of the Institute's studies of the West is made available in service publications such as the three-volume Western Sources Handbook. This service covers the natural resources, agriculture, manpower, industries, construction, transportation, communications, and merchandising of the 11 Western states, Alaska and Hawaii. A similar set—the Chemical Economics Handbook in six volumes—contains detailed economic data on chemical and similar process industries.

As a public service the Institute maintains one of the four industrial depository libraries of unclassified nuclear energy information established by the AEC. The library contains about 9,000 unclassified reports on atomic energy technology and the 1,000 scientific papers presented at the International Conference on Peaceful Uses of the Atom at Geneva, Switzerland, held in August, 1955. ◀

### Assignment with NATO

J. Murray Mitchell, NPA National Council member, has been appointed Assistant Secretary General for Production and Logistics of the North Atlantic Treaty Organization. Mr. Mitchell, former vice president of The New York Trust Company, was assistant in 1951 and 1952 to Mr. Charles E. Wilson, Defense Mobilizer, and represented the Office of Defense Mobilization on the Senior Staff of the National Security Council.

*Arthur F. Burns on the Employment Act:*

"In thinking of the first ten years of the Employment Act we should try to see events as later historians may see them. We should recognize the following facts.

- "First, during this decade the principles of the Act have won acceptance on the part of Americans in all walks of life.
- "Second, during this decade our system of free and competitive enterprise has been strengthened, partly as a result of the recognition of government's responsibility to help maintain a stable prosperity.
- "Third, in the last ten years Americans have overcome fears of economic stagnation and have regained their confidence in economic growth and progress.
- "Fourth, in these years economic fluctuations have been kept under reasonably good control. Credit for this achievement belongs to business, labor, and consumers as well as, if not more than, to government officials.
- "Fifth, the machinery set up under the Employment Act has proved adaptable to changing circumstances, and both the Council and the Joint Committee have proved their usefulness during this period."

*From remarks by Arthur F. Burns, chairman of the Council of Economic Advisors, at an NPA dinner celebrating the Tenth Anniversary of the Employment Act, February 20, 1956.*

## National Health Forum

**M**ORE TIME for happiness is not the only product of increased life expectancy in America. One of the less pleasant consequences is the longer exposure of more people to the ravages of chronic illness. In the individual home, of course, long-term disability means personal tragedy, and on a national scale a burden of swelling magnitude is appearing which will require total community planning and responsibility.

On March 21 and 22, the National Health Council will hold its annual forum in New York, this year discussing what can be done about chronic illness. Dr. Theodore G. Klumpp, chairman of the Forum Committee, states, "We want to help the American people see the rising tide of chronic illness as the 'daily dis-

aster' it is, requiring far more community cooperation, far more individual initiative and understanding than we have ever known. At the same time, we want the Forum to sound a note of new hope. What some areas are doing to help individual 'disaster' victims and lighten the burden of long-term disease and disability upon society as a whole can show the rest of us the way."

Panel discussion topics will include: action on home care; action on institutional care; rehabilitation; meeting the costs; and state and local community action.

Keynote speaker will be Leonard W. Mayo, chairman of the Commission on Chronic Illness, and director of the Association for the Aid of Crippled Children, who will discuss "The Problem and Challenge of Chronic Illness."

## Employment Act, Past and Future

**H**AILED AS ONE of the major achievements in economic stabilization policy during the past decade, the Employment Act of 1946 is the subject of a tenth anniversary symposium, "The Employment Act, Past and Future," released by NPA last month. With statements from President Eisenhower and former President Truman heading the list of contributions, the book, edited by NPA chief economist Gerhard Colm, constitutes an evaluation of the accomplishments, shortcomings, and future prospects of economic policy under this important piece of legislation.

In the introduction to the volume, NPA board chairman H. Christian Sonne summarizes the principal highlights and conclusions expressed in the various statements and essays. The Employment Act is overwhelmingly regarded as a milestone in the development of an effective economic stabilization policy. Although some differences of opinion do exist regarding the extent to which this legislation has actually been put to the test, contributors are agreed that its influence has been on the positive side. Statements by members of Congress, leaders from agriculture, business, and labor, as well as statements by the current and former chairmen of the Council of Economic Advisors conclude that our past experience under the Act has been heartening. But the authors give no cause for complacency. They indicate that while continued economic growth and stability is not yet assured, the Act has provided better tools with which to develop an effective economic stabi-



lization policy.

In the section of the volume prepared by professional economists and academicians, crucial issues of economic stabilization are discussed in greater detail. The problems of the business cycle, technological unemployment, depressed areas, and price stability are considered individually. Also in this section are a number of essays which examine the economic implications of the Employment Act in terms of its impact both on the domestic economy and internationally.

The anniversary symposium also includes the text of the recent NPA Joint Statement on the Employment Act, signed by nearly 250 members of NPA's board, standing committees, and National Council. The joint statement, adopted at the NPA Annual Meeting in December, likewise appraises our economic experience under the Act and recommends changes and improvements in its implementation. The final essay in the volume presents the results of an opinion survey of NPA's board, standing committees and National Council who were polled as to their evaluation of the contribution and effectiveness of the Act. ("The Employment Act, Past and Future—A Tenth Anniversary Symposium," Edited by Gerhard Colm. From: NPA, 1956. 216 pp. \$2.75; NPA members, \$2.25)

## For George C. Marshall

A GIFT of \$150,000 has been presented to the George C. Marshall Research Foundation by John D. Rockefeller, Jr. This grant, the first major contribution the Foundation has received since its organization as a nonprofit corporation in 1953, will permit it to collect and begin compilation of a permanent record of the papers and documents of General Marshall, making them accessible to qualified researchers and students. It will also write and publish a history of the General's life.

The Departments of State, Defense, and the National Archives have been authorized by President Eisenhower to cooperate with the Research Foundation to facilitate a continuing flow of other documents as they are declassified. The President has stated that he believes the Foundation will make "a large contribution to the public understanding of national affairs."

The organization plans to seek additional funds for construction of a permanent museum and library at Virginia Military Institute on a

two acre site donated to it by the State of Virginia. General Marshall graduated from the Institute in 1901. He was among the first to receive the NPA Gold Medal award "for outstanding contribution through planning to the betterment of human life."

## The Economic Report

THE JOINT COMMITTEE on the Economic Report has presented a bipartisan report (with a minority report by Senator Watkins). The Joint Economic Committee received the President's Economic Report on January 24, held hearings on it, with representation from the Administration and experts from outside the Government alternating between January 31 and February 28, and presented its own report on March 1. The divergent views of Democrats and Republicans are represented in "supplemental" statements.

The bipartisan report notes that the internal consistency of the economic assumptions underlying the President's Budget and Economic Report has been questioned. A staff report submitted with the report describes this position in quantitative terms. On this point, Gerhard Colm, National Planning Association's chief economist, in his testimony on February 2, proposed that the budget should not be based on actual forecasts, but on a high employment assumption, with supplementary statements indicating the consequences of different economic developments.

Most significant are the views on tax policy, expressed in the bipartisan report: "A basic guide to Federal fiscal policy in the year ahead should be the state of the national economy. Tax reduction in the face of a booming economy...would probably be inflationary....The Committee therefore endorses the President's recommendation for maintaining corporation income tax and excise tax revenues at present levels....The economic outlook may, of course, change rapidly. Should it become apparent that economic activity is slowing unduly and a high rate of increase in total demand is required to provide the impetus for maintaining the full use of our growing productive capacity, tax reduction may become warranted." The Committee also states its belief that tax rates could be reduced over the next decade and that tax "revision" (as distinct from general tax reduction) "in the interest of equity and balanced growth of the economy is in order now

as always."

(Economic Report of the President, transmitted to the Congress January 24, 1956; Joint Committee on the Economic Report. Hearings, January 1956. Economic Report of the President, January 31, February 1, 2, 3, 6, 7, 8, 9, 14, 15, 17, and 28, 1956, March 1956; Joint Committee Report, Report to the Joint Committee on the Economic Report on the 1956 Economic Report of the President, March 1956)

### The CED on Underdeveloped Countries

IN A RECENT POLICY statement, the Committee for Economic Development said that the U. S. Government should increase financial aid to underdeveloped countries and at the same time take steps to stimulate private investment. CED called a shortage of capital one of the principal obstacles to economic development, and favored loans rather than grants, administered by American rather than international agencies "except in situations where an international approach would clearly be more advantageous."

Commenting on the study, CED chairman J. D. Zellerbach said, "Foreign aid is one way—probably the best way we have—of countering communist subversion abroad. It enables us to help meet the legitimate needs and desires of the underdeveloped countries for greater economic growth." Mr. Zellerbach,

who is also a trustee of NPA, is president of Crown Zellerbach Corporation, San Francisco.

Government aid should be devoted mainly to the creation of basic economic facilities, such as transportation and development of water resources, in situations where private investors are unable to meet the need, the Committee said. It pointed out that emphasis should be placed on Southeast Asia, the Middle East, and Latin America, where the revolutionary transformations now going on "will have far-reaching consequences for the security and well-being of the United States and western civilization."

CED further recommended U. S. tax reductions on foreign earnings of American corporations and other measures to increase private investment in underdeveloped countries. Technical assistance should be continued and expanded as well, the Committee said.

("Economic Development Abroad and the Role of American Foreign Investment." From: CED. 444 Madison Ave., N.Y. 22. 1956. 49 pp)

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